ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 6/19/65	DATE RECEIVED

A. PUBLICATION DATA

1. ED NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001253	NA	NA	

4. AUTHOR(S):
N.A.

5. TITLE OF DOCUMENT ABSTRACTED:
The Development and Evaluation of an Elementary School Foreign Language Teaching Technique

6. PUBLICATION TITLE:
NA

7. EDITOR(S):
Galas, Evangeline M.

8. PLACE OF ORIGIN
ORG. Office of Edu.
ST. Dept. of HEW
CITY. Washington, DC
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
U.S. Dept. of Health, Education and Welfare - Office of Education

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	Dec. 61	59

MICROFILM COPY AVAILABLE
YES ☐ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☒

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

foreign language	teacher training	elementary education	
language instruction	teacher attitudes	language records	
curriculum planning	experimental programs	language laboratory	
		language specialists	

17. ABSTRACT (MAX. 250 WORDS)

An experimental teaching program was tested and evaluated in 20 elementary school classes. Teachers with little or no previous training in Spanish or French endeavored to teach one of these languages to their classes by using records and a manual written to be used with the records. Teachers and students were to receive no help or instructions other than that provided in the records and manuals which are published by Ottenheimer, Baltimore, Maryland.

The children and most teachers were enthusiastic throughout and felt that much was accomplished. There were, however, certain drawbacks; major were problems in proper pronunciation either because of inabilities of the instructor, or inadequacies in the sound equipment used or the original recordings.

All involved in the program were given opportunities to evaluate it including one class of students as well as two professional language instructors and two linguists. Comments in general were favorable to the method but several improvements were found to be necessary. Both linguists felt the experiment showed enough promise to continue the development of this type of a foreign language instruction program. (Quotations of the reactions of teachers, children, parents and administrators to the program are included).

ERIC No.	18. SOURCE OF ABSTRACT		
	C. FUNDING DATA		
	19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
		22. TOTAL COST OF PROJECT	
		23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FD001253

BLANK PAGE

BLANK PAGE

OE-27019

FINAL REPORT

DECEMBER 1961

THE DEVELOPMENT AND EVALUATION OF AN

ELEMENTARY SCHOOL FOREIGN LANGUAGE TEACHING TECHNIQUE

for Use by Teachers with Inadequate Knowledge of the Language Taught

A report of research

directed by

Mrs. Evangeline M. Galas

Horace Greeley High School

Chappaqua, New York

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE / Office of Education

This report of research was made by the Horace Greeley High School, Chappaqua, New York, pursuant to contract No. SAE-8932 with the Office of Education, U. S. Department of Health, Education, and Welfare.

C O N T E N T S

		Page
A.	Statement of Problem Statement of Objectives of This Experiment As a Possible Solution to the Problem.	1
B.	Procedures in Setting up Experiment	3
C.	Work Schedule for Year's Experiment	6
D.	Experiment in Progress	7
E.	Preparation for and Procedures of Evaluation	19
F.	Findings of Evaluation	27
G.	Reactions of Teachers, Children, Parents and Administrators	43
H.	Final Results and Future Possibilities	54

PERSONNEL

Principal Investigator: Mrs. Evangeline Galas
Department of Foreign Languages
Horace Greeley High School
Chappaqua, N. Y.

Consultants: Miss Filomena Peloro, Director
Foreign Language Program, Grades 1-9
Hackensack Public Schools
Hackensack, N. J.

Dr. Frederick Eddy,
Institute of Languages and Linguistics
School of Foreign Service
Georgetown University

Testing Expert: Dr. Ralph Garry
School of Education
Boston University

Evaluators: French FLES teacher - Miss Henriette Abenmoha
Fairmount School
Hackensack, N. J.

French linguist - Dr. Dan Desberg
Foreign Service Institute
Department of State

Spanish FLES teacher - Mr. Randall Marshall
Consultant in Foreign Languages
New Jersey State Department
of Education

Spanish linguist - Mr. Guillermo del Olmo
Department of Romance Languages
Yale University

A. STATEMENT OF PROBLEM
STATEMENT OF THE OBJECTIVES OF THIS EXPERIMENT AS A POSSIBLE SOLUTION TO THE PROBLEM

The demand for elementary courses in foreign language in the schools of the United States is increasing daily. Parents, administrators and the public in general feel a growing concern that the young people of today should know the people of other countries and acquire a working knowledge of their languages. In an effort to satisfy the urge for immediate action many elementary schools have begun programs employing neither proper materials nor methodology nor skilled language personnel to teach their classes. In many cases the unsatisfactory results of such desultory means have caused programs to fail and be withdrawn from the school curriculum. Some administrators have realized from the beginning, others too late, that the best way to teach foreign language is to employ a skilled language specialist. This realization has created a demand for trained teachers far greater than the supply available at the present time. However, school systems are still trying to provide elementary school children with some kind of exposure to a second language.

The Office of Education, Department of Health, Education, and Welfare, in an effort to assist in finding a temporary solution to the problem of the dearth of elementary school language teachers, has supported the experiment described in this report. The objectives of the experiment were to ascertain what degree of success might

be expected from the use of foreign language records by the elementary classroom teacher with little or no knowledge of the language being learned, if he were to follow certain techniques and procedures outlined in a manual written especially for the purpose of assisting him in guiding his classes through the lessons on the records.

B. PROCEDURES IN SETTING UP EXPERIMENT

The project was supervised by the principal investigator, whose first task in setting it up was to secure the cooperation of the administrators invited to participate. It is an interesting comment on the times to note that the first three administrators approached welcomed the opportunity. Their task was to provide the teachers and classes needed for carrying out the Experiment.

In June of 1960 twenty suitable classes were located in two school districts of northern Westchester County, New York. Of these twenty, seven were located in Lewisboro Elementary School, South Salem, Union Free School District No. 1, seven in the Katonah Elementary School, Katonah, in the same school district and six in the Roaring Brook Elementary School, Chappaqua, New York, in School District No. 4. The principal investigator was asked by the district principal of both Katonah and Lewisboro to meet with all the elementary school teachers and explain the project fully so that they might volunteer knowingly. Only those who volunteered were made part of the Experiment and this, therefore, explains the various grade levels indicated below.

The principals of all three schools were given complete freedom to choose the language to be taught. One chose French, one Spanish (this principal also chose the grade level) and the third left the choice up to the individual teacher participating.

The breakdown of the situations as to grade level, language taught and previous training of the classroom teacher in the language is as follows:

Katonah Elementary School

Grade 4 - French - three years in high school
Grade 4 - French - two years in high school
Grade 3 - French - four years in college
Grade 3 - French - none
Grade 4 - French - three years in high school, one in college
Grade 4 - French - three years in high school
Grade 5 - French - three years in high school

Lewisboro Elementary School

Grade 6 - Spanish - one high school level evening course, one adult education course
Grade 5 - French - three years in high school
Grade 6 - Spanish - spoke Spanish as a child
Grade 3 - Spanish - none
Grade 3 - Spanish - none
Grade 4 - French - two years in college
Grade 4 - French - three years in high school

Roaring Brook Elementary School, Chappaqua, N.Y.

Grade 3 - Spanish - three years in high school
Grade 3 - Spanish - none
Grade 3 - Spanish - three years in high school, three years in college
Grade 3 - Spanish - none
Grade 3 - Spanish - none
Grade 3 - Spanish - none

The total number of pupils in the Experiment was 563 and all classes were heterogeneously grouped.

By the end of school in June all the teachers involved knew that they were to form part of the experimental project during the school year of 1960-61.

The materials used in the Experiment consisted of a set of foreign language records for children published in six languages by Ottenheimer: Publishers, Baltimore, Maryland. These are known as the HRS* Junior Language Courses and the records used in the project were Spanish for Children and French for Children. They are accompanied by a Manual for Teachers and Parents which, on its cover, states that it is a guide to the proper use of the records and is "for elementary school teachers or parents having no control, or inadequate control, of the spoken foreign language, and no training in teaching it." Each teacher was provided with two sets of records, one for home and one for school use, plus a copy of the Manual.

The sound equipment used consisted of a record player with separate loud speaker and a special device which allows for the repetition of a certain part of the lesson or the immediate selection of a desired groove. Each classroom was provided with this equipment and specific instructions were given that it was to be considered a permanent fixture during the Experiment.

---

* Hear, Read, Speak

C. WORK SCHEDULE FOR YEAR'S EXPERIMENT

The schedule for the year's work was carefully planned in advance. Two meetings were to be held at the beginning of the school year for all twenty teachers in the project, one before starting work and one shortly after. These two meetings were to provide the principal investigator with an opportunity to thoroughly acquaint all teachers with their exact role in the Experiment.

Each of the twenty classes was to be visited once a month by the principal investigator who would observe and take notes, but give no help. Each teacher was to be left strictly on his own with the records and the Manual.

In June of 1961, at the close of the Experiment, all classes were to be evaluated according to a plan worked out with language consultants associated with the project. All classes were to be taped, employing professional recording experts and equipment, and the resulting tapes were to be studied and analyzed by elementary school language specialists and by French and Spanish linguists, according to criteria set up by the consultants. The result of the evaluation by these language experts would determine what the Experiment had set out to discover - the extent to which foreign language learning with records is possible in an elementary classroom situation where the teacher guiding the classes through the units on the records has either no knowledge or an inadequate knowledge of the language being learned.

D. EXPERIMENT IN PROGRESS

The first meeting of all twenty teachers in the Experiment with the Director was held at the first opportunity after school started in September. In this meeting the Director explained the Experiment in detail, the reasons for it, the materials and equipment involved, the role to be played by the teacher in the investigation, and the evaluative procedures to be followed at the end of the Experiment in June, 1961. Each teacher was told exactly what would be expected of him in preparation and class participation and was asked to keep a daily log of class activities. The group heard Russian records like those which they were to use in French and Spanish. Russian was chosen because it was a language completely foreign to all the teachers. The units and parts of each unit were explained, together with the repetition exercises used with each part. The procedure to be followed on the first day was demonstrated to the teachers by giving them an example of the type of English explanation to be given to classes for the learning of a language this new way. The Director practiced the repetition of the English equivalent of the Russian dialogue with the teachers, pointing out how the children might be shown in this manner what was expected of them in repetition of foreign language dialogues. All questions were answered and the records and Manuals distributed.

The second meeting of Director and teachers was held two weeks later after the machines had come and the program had been under way for two days. This was an excellent time for a meeting since the teachers were full of questions they had not known enough to ask at the first meeting. They had now all studied the Manual, learned the first dialogue and held two classes. Classes were held daily, five days a week, and lasted exactly fifteen minutes. The teachers reported an enthusiastic response from both youngsters and parents in all classes. They requested that a letter be sent to the parents explaining the experimental nature of the program and requesting that they abstain from "helping" the children. This was done.

These two meetings held at the very beginning of the project were the only two times the Director and teachers met as a group during the entire year. The teachers later many times requested further such meetings and it was necessary to explain that such help would not be in keeping with the purpose of the Experiment.

The monthly observation of all classes began in October. All three school principals were very cooperative and arranged schedules for each visiting day which enabled the Director to observe every class in the particular school visited. One day a month was set aside for each of the two schools most distant

from the Director's own institution and the third school, being close by, was visited during her free periods.

The first visits for the purpose of observation were made in October after from ten to fifteen days of work with the record. Each of the twenty classes seemed to have accomplished more or less the same amount of work, some with better results than others. The excellence of pronunciation and the degree of overlearning of the dialogue seemed, in every case, to be in direct ratio to the number of times the record was used during the class period. A few specific cases of glaringly incorrect pronunciation were the result of a lack of clear enunciation on the record. Both youngsters and teachers seemed to be enjoying every minute of their experience.

Monthly observation of the Experiment in progress netted a thick folder of notes, containing impressions of all classes. Although these impressions were unavoidably disparate because of the many facets of the Experiment itself, the reader of this report will have a better sense of the Director's own experience and the progress of the project if he reads the following sampling of notes resulting from the visits of the months indicated.

<u>December</u>

1. Classes have now been working since October 4, or two months.

2. All classes are either working on Unit 4 or are just about to start.

3. Teachers are developing their own techniques. They are interested and creative and it is difficult to restrict this enthusiasm to the procedures outlined in the Manual.

4. Children are very enthusiastic.

5. Absenteeism does not seem to create the problem that was originally anticipated. A child new to the system has learned three complete dialogues in three weeks while the rest of the class was reviewing them.

6. In many classes child technicians are in complete charge of the record player. This leaves the teacher free to direct the class.

7. Major faults in pronunciation seem to be where the sound is not clear on the record.

8. Each teacher uses a different seating arrangement but this seems to have little effect on results.

9. The first Comprehension Dialogue at the end of Unit 3 was understood with very little difficulty. The pupils were delighted to think that they could understand familiar words in a new context.

10. Teachers report that the phrases in the units are used all over the school in appropriate situations - in halls, in the cafeteria- and on buses.

11. Entire classes seem to adopt a particular incorrect pronunciation, entirely different from an equally incorrect one used by another class. These errors are difficult to root out if no one in a class can hear the correct sound.

12. Classes which use gestures and visual aids are the most alive, seem to understand best, and do best in general.

13. Constant variation of activities by the teacher produces the most alert classes.

14. Attractive enlarged posters of the pictures in the booklet accompanying the record are displayed in many rooms and used during the class.

15. The fact that teachers vary in their regulating of the controls on the record players, thereby affecting the tone quality, may later be a factor in discrepancy in results between classes. Some machines seem muffled, too hollow and resonant, and the resulting sounds are not clean cut.

16. Success seems to depend largely on the teacher, even though she knows no language and says nothing. Some classes run through the dialogues with no expression in their voices, none on their faces, no gestures, repeating seemingly meaningless sounds. In others the pupils use all the animation that would normally accompany a native conversation and obviously understand what they are saying.

January

1. Almost all classes are either working on Unit 5 or are just about to start. Only one class out of twenty is on Unit 6.

2. Unit 5 is very popular with the pupils since in it they learn to count from one to ten. Some teachers are using flash cards to advantage, others seemingly have none.

3. In checking with each teacher as to his continued interest in the work it is surprising to discover a few who reported more interest now than at the beginning. They obviously had entertained doubts and reservations but they now say that the results have made them enthusiastic.

4. A major problem seems to be that the children cannot watch vocal organs shape sounds. Just hearing does not seem sufficient for the French tu, for example.

5. Many teachers mention the excellent listening training obtained through this method and say that they notice improved listening in all subject areas as a result of necessary concentration on the language record.

6. Some teachers feel that pupils are doing better now than at the beginning because they are not only used to what is expected of them but they have all lost their inhibitions in and before the group.

7. Teachers continue to be amazed at how well the slow learner does in this work.

8. Teachers note that understanding of comprehension dialogues is coming much more quickly with increased familiarity with the sounds of the language and more feeling for its structure.

9. Teachers feel that units are being learned more quickly now for the reasons mentioned above.

10. One teacher expressed reservations about the method and does not feel that the pupils are getting enough.

11. The English sound system influences pronunciation where words are similar. Fantastico, in Spanish, is an example.

12. Classes are obviously disappointed when the language period is over.

13. Several teachers feel that for future records a section on pronunciation would be a great help.

14. The one teacher who is on Unit 6 says that his interest and the youngsters' continue and increase. He feels that their present language learning will have lasting effects in later life.

15. Teachers on the whole are very imaginative. One is using sound effects at the proper time, such as a dog barking, a mother's voice calling; one uses other children on all fours for the animal

parts; several are inventing little games to check comprehension.

16. It is obvious after observing all twenty teaching situations that a great deal of the success of this method in the classroom, if it should prove to be successful, depends entirely upon the teacher. Her planning of the activities of the fifteen-minute session, her participation, interest, gestures, command of class attention, techniques of repetition, and general air of pleased excitement at what is going on can make the class a success and are an all-important factor in the group's progress in mastering the units on the record.

February

1. Foreign language sounds are Anglicized according to the equivalent English letter, i.e. "buscuh" for the unstressed Spanish/a/ in busca.

2. Some words are so mispronounced as to be almost unintelligible.

3. With mastery comes a tendency to speak too rapidly. Result is garbled language.

4. Teachers are observed mouthing an incorrect sound resulting in mispronunciation on the part of pupils. Contrary to instructions in the Manual the Director now realizes teachers should not mouth sounds they themselves cannot produce correctly.

5. Teachers are using flashcards containing whole utterances from the units, presented out of order, in English. Pupils give Spanish equivalents immediately and automatically with no thought of, or time for, translation.

6. Pupils are using puppet theater, presenting new dialogues made up of familiar complete utterances.

7. Some pupils make excellent models for correcting pronunciation of others.

8. Some classes are pronouncing letters not sounded on record. Teachers are either not following instructions not to write language for pupils or perhaps are articulating silently a letter read in booklet.

9. Classes do best in which teachers work hard on individual sounds.

10. A new pupil, fresh from a live French teacher in another system, cannot say numbers as well as the rest of the class.

11. Classes with least choral work, most individual drill, do best.

12. Record player tone control turned well into the bass will cause letters to be added or left out of the dialogue on the record.

13. Classes are at the point where they can put all five dialogues together in a play, with animation and complete understanding.

14. Teacher's ear is important in being able to detect children's errors.

15. Classes best in which teacher has insisted upon complete concentration on record and intent listening.

March

1. Several teachers are using flash cards with entire utterance in English in order to check mastery in recall. There is, of course, no time for translation, cards are used at a rapid pace and serve only as a stimulus for automatic response. Results are incredibly good.

2. Pupils obviously so thrilled with their own ability that they are never bored.

3. Some teachers have small groups of children gather around speaker for close listening until the whole class has had an opportunity.

4. Firm classroom control is imperative for one must have perfect quiet while listening.

5. Some teachers feel it so necessary to create new techniques that they defeat the purpose of the course by using prejudicial methodology.

6. One teacher with previous training in the language is a perfectionist with respect to sounds. She drills constantly, trying for mastery, but the results compared with those of other classes do not seem so much superior in quality as to warrant the detailed, lengthy work. This class is fidgety and the teacher reports that pupils are sometimes bored and disgusted.

7. Some teachers with good ears and blessed with a pupil likewise endowed use pupil models to advantage to help other pupils who cannot get the correct sound from the record.

8. Enthusiastic personality of teacher and rapid pace of class procedure are extremely important factors in success.

9. One teacher has finished Unit 8 and has every sentence from all units learned so far on cards, in English, out of order. Class knows every one.

10. Record must be heard daily.

11. One teacher who was frightened at the beginning of the year is now enjoying method tremendously. Class reflects change.

12. Some classes are now making up their own plays, using complete utterances from all units learned. Pupils enjoy this activity and it is excellent motivation for new learnings.

13. Some classes are now dramatizing all units learned so far, complete with properties and animal characters.

14. Pronunciation in one class is very, very poor. Teacher allows all kinds of errors to continue, perhaps because she doesn't hear them herself or doesn't insist on enough listening through lack of interest. The record is not enough; the teacher must be interested, have a good ear and an instinct for remedial measures in pronunciation.

15. One teacher with previous language training articulates sounds very clearly though silently. The pronunciation of the class is good.

16. Another teacher spends so much time giving instructions for activities in English that very little is accomplished in the language in the fifteen-minute class.

April

1. Almost all classes are on Unit 9.

2. Comprehension Dialogues, not memorized in the language, are heard so often that many classes can now recite in English all of them heard so far. One outstanding child can repeat every one in the language also, although he has never heard them broken down into partials for learning purposes.

3. Teachers must read and reread the Manual during the year. One teacher, who evidently has not done this, is using the Comprehension Dialogues for repetition purposes and expecting class to learn them.

4. It is very easy to identify those teachers who have worked hard at home with the record before presenting a unit to the class. Mastery of the unit by the teacher at home is essential; in class the pupils need all her concentrated attention.

5. Some utterances on the record are too difficult and too long.

6. Worst classes continue to be those in which the record is not heard at all during the class period on the monthly observation day.

7. Some teachers accept five or six different pronunciations with no comment.

8. Third grade classes are noticeably better than fifth and sixth. They are more enthusiastic, less inhibited, and their results are superior.

9. One class is reciting units very slowly, almost word for word, in a stilted, unnatural manner. This they did not get from the record.

10. In one class the teacher is repeating aloud with the children and correcting their pronunciation when she thinks it is wrong.

11. Some teachers are accepting terrible pronunciation and never correcting it because they either do not hear the difference or do not feel equipped to cope with remedial techniques.

12. The teacher cannot just stand by as an interested bystander simply listening to the class repeat. She must be constantly and actively participating.

13. Of the many varied seating arrangements the one which seems to be most effective and produce the best results is that in which the pupils sit in a semicircle around the speaker.

14. Children love to recite the units they have learned and are very proud of their achievement.

<u>May</u>

1. One group of older children is doing progressively worse. They tend to transfer their techniques for producing English sounds to Spanish, Anglicizing constantly.

2. One group is not listening any more to the review dialogues and therefore simply repeats the old errors.

3. Classes are now working on Units 9 and 10.

4. Some teachers show great imagination in their use of the limited properties connected with the dialogues.

5. One teacher says it takes about seven playings of the Comprehension Dialogue before it is perfectly understood by the entire class. Little by little they identify characters speaking, tell what is going on and then give the English version of what each character says.

6. In one class the volume on the machine is turned so low that the class has to strain to hear at all.

7. One small girl finally pronounced a word correctly after days of trying and the whole class clapped.

8. In a class in which the use of the machine is noticeably superior in the control of tone and volume the accent is very good. Other factors also enter into this, however.

9. One class is doing a major unit of work on France and capitalizing on the motivation of the language study.

10. Teachers have been observing one another and imitating one another's best techniques.

11. A few teachers, fearful and hesitant at the beginning of the year, are now almost exultant when they realize all that the pupils have learned in only eight months.

E. PREPARATION FOR AND PROCEDURES OF EVALUATION

As the Experiment progressed, preparation was made for the evaluative procedures to be followed in June. To devise these procedures the services of a testing expert and two consultants were procured. The testing expert contributed suggestions for the final testing of the twenty classes and, with these in mind, the consultants wrote the test. All twenty groups were to tape a fifteen-minute class period in which each, regardless of language or grade level, would do the same work. The taping would be done by a professional recording expert, using the best portable equipment available, who would go from room to room recording each group's activities. The consultants wrote the lesson plan for these taped classes which were to constitute the test, and they also established the criteria to be followed by the professionals who were to do the evaluation.

In the first week of June a dry run of the taping procedure was made by the recording expert in one class in order to experiment with the physical elements involved. On the basis of this dry run a letter was immediately sent to all twenty teachers telling them the exact procedure to be followed and what would be expected of both them and their classes. They were informed that one section of the fifteen-minute tape would be their own, as the teacher of their group, on which they might record with

the class any individual technique they might have developed which they felt to be of interest or value.

Actual testing of the classes was done during three days of the first week in June, immediately following receipt of the Director's letter by the teachers. The recording expert and his technical assistant, with the Director, taped all twenty classes. Each recording session took approximately one half hour, although the actual tape resulting was of the usual fifteen-minute class session.

Each class was seated around the all-directional microphone in a double circle, with the chairs of the outer circle between those of the inner and the children seated in this outer circle leaned forward so that all voices would record well.

The material recorded was as follows:

I. Unit 4 - the class, divided into two groups of boys and girls, says the dialogue without the record. Then, one by one, each child around the circle says one line of the dialogue until the entire class has spoken. The dialogue is necessarily repeated several times. The dialogue is as follows:

Spanish version

Ana, te llama tu mamá.
Muy bien, papá. Ya voy.
¿Dónde está tu hermano?
No sé, papá.
Anda a buscarlo y date prisa.
¿Por qué, papá?
Tu tío Juan va a venir.
¡Fantástico! ¿Cuándo?
Ahorita.

French version

Suzanne, ta mère t'appelle.
Bon, Papa. J'arrive.
Où est ton frère?
Je ne sais pas.
Va le chercher. Et dépêche-toi!
Pourquoi, Papa?
Oncle Jean va venir.
Oh, chic alors! Quand?
Tout de suite.

II. Unit 6 - each teacher chooses his two best pupils (one boy, one girl) to say the entire dialogue without the record and then the two least able say it. The dialogue is as follows:

Spanish version

Pepe, ponte el suéter.
¿Por qué?
Hace frío afuera.
¿Cuál me pongo?
El rojo.
¿Dónde está?
Búscalo en tu cuarto.
Ah, sí. Aquí está.

French version

Robert!
Oui, Maman. Qu'est-ce que tu veux?
Mets ton chandail.
Pourquoi?
Il fait froid dehors.
Oh, est-ce qu'il faut?
Oui.
Quel chandail je vais mettre?
Le rouge.
Où est-ce qu'il est?
Regarde dans ta chambre.
Ah, le voilà.

III Response to spoken English stimulus - the teacher reads, one by one, ten English sentences chosen from the dialogues and asks for the foreign language equivalent, which the class gives chorally.

The sentences are then read again and this time individuals are called on. The sentences were the following:

a. Is that your dog?
b. Can he do anything else?
c. Where's your brother?
d. Tell me, how old are you?
e. Which one shall I put on?
f. Today's my birthday.
g. They're giving me a party tomorrow.
h. Spot doesn't like cats.
i. What a pretty dress!
j. Because tomorrow's Saturday.

IV. Response to written English stimulus - the teacher then shows the class ten English utterances chosen from the dialogues and written on flashcards and asks for the foreign language equivalent. This is done, as in Unit 4, by both the entire class and invididuals. The utterances were the following:

a. Sit down!
b. And hurry.
c. The red one.
d. Where is it?
e. Stay in bed.
f. He's cute.
g. Right away.
h. Come here, Spot.
i. I've got a cat.
j. I'm coming.

V. This section of the tape is the teacher's own on which are recorded an individual class's special accomplishments with this method, personal techniques developed by each teacher or class dramatizations of units.

VI. As the very last part of each class recording the teacher, alone in the corridor with only the microphone, says Dialogue 4, without seeing the text, exactly as he has learned it from the record.

The personal contributions of each teacher in his own section of the tape produced such devices as a straight dramatization of

the units exactly as they are, in sequence; a demonstration of typical classroom repetition techniques, using a unit already learned; a demonstration of the beginning of a brand new unit, using one which pupils had never heard; guessing games based on units; pantomime, in which pupils watch others act and then give the appropriate foreign language utterance; and several original dramatizations, created by pupils themselves, using material of the units but applying utterances to completely new real-life situations.

Upon editing the tapes, following the recording session, the technician made a particular point of mentioning the variations in acoustics in the various classrooms of all three buildings, as well as the variations in the use of the phonograph controls by the twenty teachers. These variations are noticeable when one listens to the tapes and are worthy of mention in this report for whatever influence they may have had on the pupils' pronunciation. For example, when the tone control is well into the bass on the phonograph, the French word <u>chandail</u> acquires a definite "l" at the end heard in the pupils' pronunciation of the word in some classes. If this method of record language learning were to be adopted by a school, supervisory technicians, both in the field of the language and in electronics, should be employed in order to assure the program's fulfilling its maximum potential.

In undertaking the evaluation of the tapes the two consultants, with suggestions from the testing expert, drew up a set of instructions and criteria for the evaluators. Since the Experiment was to evaluate the technique of employing records in elementary language teaching the results could not be judged without the materials used also being evaluated; therefore, an important part of the criteria concerns the evaluation of the records and teachers' Manual, as well as the tapes themselves.

The instructions and criteria for the evaluation of the HRS Manual, discs, and the pupil and teacher tapes follow:

I. Critique of the HRS Manual for Teachers and Parents

(Read the entire Manual.)

A. How can the Manual be made more helpful to teachers who have no control, or inadequate control, of the spoken foreign language, and no training in teaching it, but who want to give their pupils a first experience in hearing and repeating the language using authentic recorded models?

II. Critique of the HRS Discs

(Listen to the two discs. As you do so, go through the following checklist and make comments wherever necessary. Note words or phrases where irregularities occur.)

A. What makes language on discs a good or a poor model?

1. Pace
2. Rhythm
3. Intonation patterns
4. Juncture

5. Consonants and consonant clusters
6. Vowels

B. Is the format of each disc band appropriate for the presentation of these dialogues by a teacher who does not speak the foreign language? How can it be improved?

Consider the following points:

1. Use of English
2. Length of partials
3. Length of pauses

III. Critique of the Student and Teacher Tapes

(Listen to the tapes and identify each one by the teacher's name. Evaluate the three kinds of repetition-listed under A below-heard on each tape according to the checklist .)

A. What makes the language on the tapes generally acceptable or unacceptable to a native speaker? If unacceptable, do the errors stem from the recorded model?

Chorus and individual repetition of dialogue after recorded model

Chorus and individual repetition of dialogue without model

Chorus and individual repetition of dialogue lines without model and elicited through English sentence and flash cards

1. Pace
2. Rhythm
3. Intonation patterns
4. Juncture
5. Consonants and consonant clusters
6. Vowels
7. (To be applied to repetition without model) Naturalness and point of mastery

B. Comment on teacher repetition of dialogue. Do you consider the teacher's pronunciation acceptable enough to be used as a model in class?

C. Give your general impression of these classes. Evaluate the results of this experience in terms of providing this type of language experience in the elementary school. How much better would the results be if a foreign language specialist visited the classes one day per week to do remedial work in pronunciation?

Four evaluators were chosen - one elementary language teacher specialist in Spanish, one in French, and two professional linguists, one in each language.

F. FINDINGS OF EVALUATION

HRS Manual

The evaluators expressed various reactions, both general and specific, to the Manual. It was stated that "the Manual is clearly written in a concise style, and yet with the right amount of repetition to make certain important points sink in", and that "the Manual is very well written, and easily understood. All explanations are clear, and should leave no doubt in the teacher's or parent's mind as to the handling of the material."

The two linguists agreed that the Manual might be made more helpful by the addition to the present contents of "a section designed to make the teacher aware of the kinds of mistakes to which her pupils are prone, since the major shortcoming of this experiment is the untrained teacher's lack of ability to discern, evaluate, and improve the French that her pupils produce. The failure is found at all levels: morphological, syntactic, lexical, and above all, phonological." "I think somebody conversant with Spanish articulatory phonetics should listen to the children's tapes and then analyze the language used in the twelve dialogues in order to anticipate and explain to the non-specialist teacher the most obvious stumbling blocks that Spanish pronunciation offers to the English-speaking beginner. This analysis and explanation need not be exhaustive even in terms of the language

contained in the HRS dialogues. It should explain the difference between the aspirated English voiceless stops (/p/, /t/, /k/) and their unaspirated Spanish counterparts. Some form of contrastive drill should be devised, but care should be taken to keep it as much as possible within the limits of the language used in the HRS dialogues. (Of course, this drill would be for the children to work with.) Another major point to be covered is the pronunciation of the Spanish vibrants /r/ and /R/. Again this should be done mostly in terms of the material included in the HRS dialogues. Another phoneme also in need of more detailed presentation in /h/."

The addition of a supplementary disc was also suggested. "The analysis, explanation and drills should not appear only in the Manual; they are important enough to be included in a supplementary record that would help the children overcome these stumbling blocks. This record might also include a contrast between a good chorus repetition and a poor one. This might benefit the teacher as well as his students."

Several other specific suggestions and comments were made:

1. A future edition should include a strong warning on the distortion of normal speech brought about by chorus repetition. The sing-song effect of choral work, unless checked by the teacher, tends to be carried over into individual performance, alters the normal pace and rhythm of conversational language,

and even affects intonation patterns.

2. The use of realia should be particularly stressed and a time suggested for its discontinuance.

3. The fact that the teacher never speaks the language should also be particularly stressed.

4. Pupils, even the best, should not be used as models. The only satisfactory model is the native.

5. Proximity to the loud speaker does not facilitate aural perception.

6. The teacher must be familiar with much more than just the dialogue in order to be a competent judge of pupil performance. He cannot check on exactness of pronunciation when he does not know what counts in the language.

7. More model playlets might be written out to ease the burden on the teacher and to avoid the problem of errors creeping in when pupils write their own.

Discs (Spanish)

1. The first utterance of a line of dialogue, since it is followed by partials, should be for listening, not repeating.

2. The word "repeat" should be after the foreign language utterance, not before, since now it gives the impression that the previous English utterance is to be repeated.

3. Some utterances are slurred, difficult to understand.

4. Many sounds are Anglicized.

5. Many words are mispronounced.

6. Pronunciation in some cases is not clear.

7. There should be some explanation of the rhyme at the end.

8. In general, pace, rhythm and intonation patterns of most utterances are satisfactory. Certain unpleasant "infantile vocalizations", however, occur too often and are unfortunately learned by the pupils.

9. The father's voice sounds angry because he speaks too fast and abruptly.

10. In Tengo Ocho (Unit V) Ana has introduced an internal open juncture that prevents the students from hearing the normal Tengocho.

11. The /u/ in Me gustan las películas (Unit XI) is mispronounced.

12. "By far the most serious flaw of the HRS records is the defective reproduction of the vibrants /r/ and /R/, especially in certain positions. They may be due either to English influence on some of the native speakers, or to some technical flaw in the recording. Whatever the case, I consider this flaw serious enough to require a new recording of the dialogues."

This same evaluator then lists twenty words in which poor articulation of the final /r/ sometimes occurs and four other

instances in which the /r/ is so relaxed it is not good enough for imitation. He also lists ten other cases or faulty articulations of sounds throughout units.

13. All other phonemes or consonant clusters are standard Spanish, good enough for repetition.

14. The format of each disc band is satisfactory enough in all respects but the number of repetitions (and pauses) of partials and full sentences should be increased from one to three as an aid to the non-specialist teacher.

15. There should be a better choice of words or expressions where the language now on the record sounds odd, unnatural and unnative. In some cases a definite pronunciation problem is created for pupils when words such as fantástico and ahorita which they closely associate with English are used.

Discs (French)

The FLES teacher evaluator felt that:

1. Intonation is artificial and produces a sing-song rhythm.

2. There is not enough difference in intonation between a question, a command and an exclamation.

3. There are cases of incorrect pronunciation.

4. The father's voice is curt, almost angry and should not be.

5. Only a native or a near-native could hear some sounds.

6. The disc is not clear in some places and is difficult to understand.

7. Some voices are flat.

8. Different separations might make for easier pronunciation.

9. The fable at the end of the units should have some preparation. It is too fast for either repetition or understanding.

The French linguist evaluator felt that:

1. The language on the discs is essentially an extremely good model in all respects. He did, however, make certain specific suggestions for necessary improvements if the tape masters were to be re-edited.

2. The format of the disc is appropriate and satisfactory; however, experimentation might be possible in the presentation of the sequence of parts, and simple drills and exercises might be added.

3. The use of English on the discs is fine but the carry-over into the classwork holds danger.

4. The length of the partials and the pauses is fine.

5. The present format of the fable is not appropriate. If used, it should be fully exploited with partials and required memorization. Grammatically and lexically it is at variance with contemporary spoken French. In its present form it is useless.

In a review of these discs at the time of their publication this same linguist wrote that "practice of each unit to the

degree of total automatic mastery can teach a child as many utterances and frames as a one-year FLES course."

Tapes

In evaluating the twenty tapes recorded in the classroom all four evaluators felt, generally, that the language spoken by the pupils and by the teachers was not acceptable. Although most of their comments apply to both French and Spanish, for the purposes of more specific reporting the two languages will be considered separately here, beginning with Spanish.

Spanish

All ten class tapes were listened to individually and judged on the basis of the criteria provided. It was found that "all of the discs' shortcomings are reflected in the children's pronunciation." The most common and flagrant mistakes in all classes were found to be those of the discs, plus three major mispronunciations that do not appear on the discs, and the sing-song effect of chorus repetition with its negative effect on normal pace, rhythm, and intonation patterns.

Other comments are:

1. Unstressed vowels are Anglicized.

2. Stressed vowels are elongated.

3. Unaspirated voiceless stops /p/, /t/, /k/ are aspirated as in English.

4. The vibrants /r/ and /R/ are incorrectly reproduced.

5. The /h/ is not pronounced correctly.

6. The hurried and lax articulation of the children makes the language difficult to understand.

7. The mastery of the dialogues from the point of view of articulatory phonetics is questionable.

8. Intonation, rhythm and juncture are, in general, more satisfactory than the articulation of individual sounds.

9. Mastery of the dialogues from the point of view of meaning is far more satisfactory than the mastery of phonetics. In general, there seems to be almost complete mastery of the meaning of sentences.

10. There was hardly any tendency to articulate the English /v/ for the Spanish /b/ or /β/. This is generally true of all ten classes.

11. The teacher makes a great difference in the pace of the class and its quick reaction to stimuli.

12. Some classes imitate intonations readily and well.

13. Some children speak so fast as individuals that they hardly articulate.

14. It is encouraging that one of the teachers with the most complete carry-over of typical English speech habits and such a lack of command of Spanish can obtain good performances with the records.

15. Pronunciation improves markedly when children are repeating after the record and becomes noticeably poorer when the record is not used.

16. Choral repetition can vary within one class from dragging, inexpressive, flat utterances to lively utterances with the right pace.

17. Some pupils speak with a certain fluency and with a great deal of naturalness and expressiveness.

18. Pupils can give the Spanish equivalents of English spoken or printed sentences quickly and well.

19. Strange combinations appear in one class of choral sing-song effect with good pronunciation, and fluency with bad pronunciation.

20. Great enthusiasm of some classes is very obvious on tape.

21. Classes in general do very well in repeating new Unit XI for the first time. Five mispronunciations noted were due to mispronunciations present on the record.

22. Only one class proved to be poor in juncture, others are all good.

23. One poor class, unique in its lack of mastery of the units, points up the necessity for constant review, which it had not had. This unenthusiastic group made poor, slow responses.

The evaluators' judgment of the ten teachers' performances in repeating Unit 4 ranges from poor to acceptable. The teachers were guilty of strong aspiration of voiceless stops, English alveolar /d/, internal open juncture, English retroflex for Spanish /r/, mispronunciation of stressed /a/ and weak-stressed /u/. One "seems to have learned nothing from the records or the children." Of the ten teachers only one was mentioned as being an acceptable model and he was a child of Spanish-speaking parents and had learned the language at home. Two were suggested as possible models after remedial help with unstressed vowels and some consonants; both had studied Spahish previously. Not one of those who had started with the children, knowing no Spanish, had done so well as his pupils in mastering the Spanish sound system.

Both of the Spanish evaluators agree that, in general, the language of the pupils would not be acceptable to a native speaker because of the heavily Anglicized pronunciation. When the student is repeating immediately after the recorded model his pronunciation is usually good. It is when the model is removed that he falls into bad habits which stem from the interference of English. On the other hand there is no doubt that pace, rhythm, juncture and intonation are generally satisfactory. The flow of speech conforms to the nature of the Spanish; the child-

ren have learned to speak without internal open junctures. No English /v/ is present. The dialogues are very well learned and the Spanish equivalents for English utterances are given automatically and satisfactorily.

The main problem seems to be that the children have not mastered Spanish phonetics. Both evaluators mention the errors caused by the recordings - "...the HRS records make accurate imitation practically impossible." The suggestion is made that teachers might be made aware of these errors in order to eliminate them in the imitation by their pupils.

It is felt that this language experience has been a worthwhile one for the students and could be made even more so with the help of improved records and a competent foreign language specialist one day a week. The purpose of the specialist would be to do remedial work so that the class would not continue mispronouncing. This might not be enough to guarantee perfection but at least it would eliminate certain basic errors present in the tapes by enabling pupils to master Spanish sounds particularly difficult for the English speaker.

French

In the case of the French tapes the same procedure was followed. All ten tapes were listened to and judged according to the criteria drawn up by the consultants.

It was felt that the teachers followed the techniques described in the testing procedure and that they conducted the classes effectively from the point of view of classroom management but that all had the same handicap of teaching something they did not know thoroughly or understand. They were unable to correct, since they knew neither what to correct nor how to go about it.

As in the Spanish tapes the language was considered to be generally unacceptable, the reason for this being essentially the inability of a non-French speaker to perceive and identify relevant phonic data and to assign bundles of articulations to a new system with no guidance whatsoever. The alternative is immediate assimilation to the English pnonic system, which is what has happened almost universally in these classes, to pupils and teachers alike.

It was felt that some of the errors, but not by any means all, stemmed from the recorded models. The possible sources of errors on the disc were carefully noted.

Both evaluators concurred in the opinion that the utterances on the tapes were unacceptable. The utterances were classified into three groups:

1. Not understandable. Into this group fell approximately twenty percent of the production on the tapes. Most frequently

these seemed to correlate with more than one phone substitution with different functional roles in French. Occasionally there occurred meaningless sound sequences.

2. Misunderstandable. Perhaps ten per cent of the tape utterances came under this most dangerous heading, for these sentences were meaningful, but did not mean what the user thought they meant. A difference of one phoneme was enough to set up such misunderstandings.

3. Understandable but not acceptable to a native speaker of French. Most sentences were in this group. The mistakes here paralleled those in any class at any level: vowel substitution, reduction, denasalization, etc. Americans cannot avoid these mistakes unless they are trained out of them. Since there was little correction at any level on these tapes, the pupils have internalized their mistakes in total ignorance.

The point of mastery criterion, with the heavy deficit just described, was achieved in most of the cases heard and there was classroom enthusiasm and American naturalness.

The following comments were culled from notes on individual class performances:

1. Poor pronunciation and intonation, slow pace in some classes. Others have fairly acceptable pronunciation and intonation.

2. Some sentences were not clear.

3. Pronunciation and intonation were good when the record was used as a model. When the record was taken away they deteriorated.

4. Poor nasals.

5. The choral work was more acceptable than individual work, perhaps because errors could not be detected.

6. Tendency to swallow ends of words and sentences.

7. French was Anglicized.

8. Class taught by former music teacher had best intonation and pace.

9. Some classes pronounced letters which appear in the written word but are not pronounced, such as /m/ in faim. This would indicate either that the teachers in question had at some time disobeyed instructions and had shown pupils the printed word or that adults at home had "helped" the pupils.

10. Sing-song artificial intonation noticed on the discs was responsible for the unacceptable intonation in pupils' speech.

11. Swallowing of the ends of words was also due to the fact that only a native or near-native could hear these on the discs.

12. Flat, monotonous, or angry adult voices of disc were imitated too well by pupils.

13. None of the ten teachers were recommended as acceptable

models for a class, in spite of the fact that the previous training of nine of them ranged from three years in high school to four years in college. The teachers made the same mistakes as the pupils and, since they were unaware of the relevant features, they could provide no corrective aid to the children.

The general impression of the French linguist was that "a great deal of rote and applied learning took place; the results, aside from the problems mentioned above, are highly commendable. The classes appeared enthusiastic and responded well. When the problems are solved this program will be highly worthwile." The French teacher felt that "Records would provide a good language experience for young children if only the teachers would be competent enough to judge the quality of the pupil's recitation. Unfortunately, most of the teachers are not competent."

As to the value of a weekly visit to the classes by a foreign specialist the teacher evaluator said, "Even if a foreign language specialist were to visit those classes one day per week to do remedial work in pronunciation not much would be accomplished. The children would have by then acquired those mispronunciations as language habits and it would be very difficult to get rid of those unwanted habits." The linguist, on the other hand, felt that such a specialist "would promise much improvement if not a total solution to the problems cited, eliminating many

now not acceptable utterances." In his opinion "the program should be improved and continued, and planning should begin now on at least two questions: 1) how long can a class benefit from they type of instruction, and 2) how can the skill acquired by these pupils be maintained?" He suggested a correlation with FLES programs since he did not feel that a record series, even a second level, could hold the pupils much longer than one year.

G. REACTIONS OF TEACHERS, CHILDREN, PARENTS AND ADMISTRATORS

At the end of the Experiment all classroom teachers were asked to write a brief account of their experience, including comments on the following points:

1. Are you glad you participated in the Experiment? Knowing what you know now, would you do it again?
2. What have you gotten from it personally, if anything?
3. Was it more or less work than you had anticipated - more or less interesting?
4. What has it meant to your teaching day?
5. Do you feel that the fifteen minutes taken have resulted in poorer work in other areas?
6. What has been the reaction of the children?
7. What do <u>you</u> feel it has done for the children?
8. Did you lose interest as the year progressed?
9. Did the children lose interest as the year progressed?
10. What was the reaction of the parents?
11. Was it difficult to adhere to the rules and not write or speak any of the foreign language?
12. Was the Manual helpful?
13. What in the Manual did you feel was of no value to you and what did you feel was lacking that you might have profited from?
14. Was the preparation for the fifteen minute class very time consuming?

Replies were as follows:

1. Nineteen of the twenty teachers answered"Yes;"one said

"No," because he felt the pressures had been too great. In replying teachers described their experience as "interesting", "delightful," "challenging," "worthwhile," "new and different," "stimulating," "a lot of fun." Three teachers stated that it had either revived or created an interest in the language and expressed their intention of further study.

2. Seven teachers did not answer the question. The other thirteen felt that they had acquired a certain knowledge of the spoken language with the children, gained an idea of the audio-lingual method of teaching languages, realized more fully the importance of listening in learning, had a sense of satisfaction in a new experience in teaching, acquired an interest in learning a language, grown professionally in the constant challenge to create new techniques.

3. Two did not reply; twelve said it had been more work than expected; five said it was just what they had expected; and one had had no preconceived idea.

Seven said it had been more interesting than they had expected; six did not reply; three said it had been as they expected; two said it had been interesting in the beginning and less later; one had no preconceived idea and one said it had been "as interesting as I chose to make it."

4. Ten teachers felt that the teaching day was shortened

and more crowded; five said it was simply a question of better planning; one was glad for the break in routine; one felt it was a "sword of Damocles" hanging over his head; three did not answer. Comments included: "French consumed fifteen minutes which might otherwise have been wasted"; "simply meant adjusting program"; "crowded for time to get everything in."

5. Thirteen teachers said "No;" one said "Yes;" four felt that it was difficult to judge; two did not reply. Of the four who could not judge one realized that the fifteen minutes for language had been lost to other areas but felt they had also "provided variety and enrichment to the curriculum."

6. Perhaps one of the most satisfying aspects of this entire Experiment has been the reaction of the children. All twenty teachers reported a positive reaction in all classes, with a few exceptions. Pupils are described as "interested," "enthusiastic," "enjoying it," "interested in further study," "thrilled," "happy," "eager."

Comments were:

> "The enthusiasm of the children was one of the joys of the program. It continued throughout the year. In June the children asked for a half day to do only French."
>
> "Enthusiastic throughout year. Express interest in further study."
>
> "Keen interest, motivation always seemed high. Ready and anxious to do Spanish."

"Liked dramatizing units and making up own conversation."

"Anxious to cover all units. Constantly pushing to go ahead."

"Felt superior. Feeling of accomplishment in ability to speak a foreign language."

"Good listeners became restless during repetition necessary for others."

"A few boys had trouble and seemed uninterested."

"Good pupils enjoyed it, poor did not."

The children of one class speak for themselves below. There is no negative comment that is not included here.

"It's nice to speak another language. I enjoyed it."

"The record is not too clear. I couldn't always hear the words. You should have a teacher say it. Then it would be better."

"I could understand some people who came from Paris."

"French was interesting when I learned that it sounded much different than our language."

"I would have liked to learn it with a French teacher instead of a record."

"I think that French was very much fun and the next opportunity we get I want to take it."

"When it came to French period I wished it was more than fifteen minutes."

7. Seventeen of the teachers who replied (two did not) felt that the experience had been a very valuable one for the pupils. They mentioned many benefits, apart from the actual

foreign language learned, such as a new interest in foreign people, foreign countries, and in languages other than English; a sympathy for and less ridicule of foreign children who speak strangely; an idea of how one learns a new language; a new confidence in a new ability. Many teachers particularly stressed the importance of realization by the children that all people do not speak the way we do. Eight of the twenty teachers mentioned the development of listening skills which they found had carried over into other areas. Four teachers had noticed that the slow learner often excelled in foreign language and did as well as the brighter pupils, sometimes better.

Comments included:

> "One boy who is quite dull and is really struggling to read on a third grade level did very well in French. This did wonders for his self-confidence. On the other hand, one of my best students had some difficulty with the language."

> "It was a wonderful opportunity for a few of the poorer students to excel in French, whereas they did not in other areas."

One teacher was interested to notice the aptitudes for foreign language in pupils so young. One teacher replied to the question negatively, feeling that, whereas all had enjoyed it, only a few of the pupils had benefited enough from the experience for it to be of value in future language study.

8. Eight teachers said "No." Two of these were "just tired and discouraged sometimes," and two said their interest had increased as the year went on. Eight did not reply. Four said "Yes." These felt they were too limited, that procedures were boring, and that there was little room for variety. They were insecure and unsure of their goals.

9. Six teachers said "No;" one said "Yes;" six said "sometimes;" one said interest had increased; one said he didn't know; two said a few had lost interest; three did not reply. Comments included:

> "At no time was interest actually lost. As in all learning situations there were plateaus, occurring usually after the class had encountered some difficulty. A revival of interest came with mastery, and always with the presentation of a new unit."
>
> "Fast learners became annoyed with slow ones."
>
> "Some with difficulty in hearing and repeating 'gave up'. These are the few who give up on anything new and difficult for them."
>
> "As the children came to know more words and sentences their interest increased. They were thrilled when they could understand Comprehension Dialogues at the end of the units. Children among themselves use French words and phrases for things familiar to them, count and use French in the lunchroom and on the playground."

10. Sixteen teachers reported all parents contacted as very enthusiastic, cooperative, excited, interested, grateful for the opportunity for their children and hopeful the pro-

gram would be continued. A few in one class were reported as feeling the time would be better used teaching the three R's, a few in another class felt that foreign language was a waste of time for their particular children. One comment was: "Parents were astounded at the ability of their children to perform so well."

11. Six teachers said it was not difficult not to speak; twelve said it was; two did not reply. Comments included:

> "Not for me! I know my limitations."
>
> "Very difficult not to speak. In any case the class reflected my pronunciation because I did not think they said it correctly until their speech agreed with mine. By their close listening to the record and watching my lips, they said it as I would have."
>
> "Yes, especially when endings could not be heard or sounds were confused or a word forgotten in giving the dialogue without the record."

Four teachers felt that it had been difficult not to write and that faster progress would have been made if they had.

12. All twenty teachers found the Manual very helpful, particularly at the beginning, for an overall view of what would be expected. As the program progressed, however, and they became familiar with techniques, several of them tended to use it less often. Comments included:

> "As helpful as any manual can be. With a language specialist available results would have been improved."

"I must admit that I could not stick to all the suggestions for procedure that the Manual suggested. Because of pressures time for preparation became less than I had hoped for."

This last comment comes from the teacher of the class judged by the evaluators to be the worst of the ten in his language.

13. Teachers found everything in the Manual to be of value but felt the need of more help in certain areas. Suggestions for additions were:

a. Games and activities
b. Explanation of the main differences between the foreign language pronunciation and English.
c. Dialogues written phonetically. ("The record is not always easy to follow.")
d. More techniques for variation of daily class and drill techniques.
e. More suggestions for review.
f. More suggestions for the use of the Comprehension Dialogues.
g. More suggestions for developing and checking on understanding.

14. Ten teachers said "No;" four said "Yes;" five did not reply; one had no time for preparation. Comments included:

"No, I learned the phrases quickly."

"Yes, since the language was completely unfamiliar. A previous knowledge of the language would help."

A request for general comments on the language Experiment harvested the following replies:

"Children had good ears and got things on the record that I had missed though I had played it many times."

"A class of thirty is too large for sufficient individual work."

"A specialist to iron out particular difficulties with the class or to help the teacher know the correct pronunciation would be valuable."

"I felt generally insecure and never knew if I was doing the best thing for the best result."

"I have had no Spanish and found it difficult to correct what I thought was incorrect pronunciation."

"The record was good but the method becomes deadly after a while for young children. Is the record enough?"

"I am completely sold on the value of the method."

"There should be close contact with a language specialist."

"I felt the need of help from a language specialist. I was floundering too often."

The administrators of the three elementary schools involved in the project were asked for a professional evaluation of this method of teaching foreign languages which they had observed during the Experiment.

The following excerpts are taken from the report of one of the school principals:

It proved "that some foreign language could be taught to children through the use of records by teachers untrained in the language."

"There were differences among the teachers as to how much time should be devoted to preparing for the language class as opposed to time spent in preparing for other classes. Some teachers were able to play the records at home for extended periods unencumbered by the need to consider other family members. Some teachers were quite limited in the amount of time they could (or would) spend on listening. There seemed to my untrained ear to be a close correlation between the time a teacher spent in preparation and the achievement of the class."

"The children acquired an appreciation for and positive attitude toward another people's language and a certain competence in reciting by rote selected language patterns . . . . They took pride in their new ability."

"Children learned to listen carefully to how something sounded. It was a valuable experience from the point of view of ear-training."

"I question whether effort by the teachers and interest on the part of the children could be sustained over a long period. All were influenced by the fact they were taking part in an experiment."

Dr. Paul Glaude, Foreign Language Supervisor for the State of New York, visited the classes while the Experiment was in progress and, in his report to the State Education Department, later wrote:

"Perhaps some of the following conclusions will be drawn at the end of the experiment: it is possible to teach elementary school children a limited amount of foreign language with good pronunciation and intonation through the skilled use of good recorded materials by a non-specialized teacher with adequate guidance; such a course is in some ways "impoverished", but it is nevertheless valuable; a course with discs which furnish authentic models is better than a course taught 'live'

by a teacher who cannot furnish authentic models of speech; some capable children can quickly learn a remarkable amount of foreign language in this fashion and can even transfer their skill in one new language to the still more rapid learning of a second new language."

H. FINAL RESULTS AND FUTURE POSSIBILITIES

The project has progressed according to the schedule outlined in the contract except for the submitting of the final report for which extra time was needed.

The original objectives of the Experiment have been accomplished in that it has ascertained the extent to which foreign language learning is possible in the elementary school through the use of records by teachers with inadequate knowledge of the language taught.

In summarizing the findings of the evaluators of the tapes we find that the following major points were made:

1. "The major shortcoming of the experiment is the untrained teacher's lack of ability to discern, evaluate, and improve the French that her pupils produce. The failure is found at all levels: morphological, syntactic, lexical, and above all, phonological."

2. An addition should be made to the Manual consisting of a section which would explain to the non-specialist teacher the most obvious stumbling blocks that the foreign language pronunciation offers to the English-speaking beginner. Contrastive drills should be devised.

3. A supplementary disc should be made which would help the children overcome these difficulties.

4. The discs as they are do not provide a sufficiently correct or clear model for pupils in intonation, pronunciation, or articulation. They should be re-edited for future teaching use.

5. The language spoken by the pupils is generally unacceptable to a native speaker, particularly in the articulation of individual sounds. It falls into three groups: not understandable, misunderstandable and understandable but not acceptable to a native speaker.

6. Only one of the twenty teachers was judged to be an acceptable model.

7. The pupils have mastered the content of the course, Pace, rhythm, juncture and intonation are generally satisfactory, but they have not mastered the foreign language phonetics.

8. Pupils cannot perceive and identify phonic data and assign bundles of articulations to a new system with no guidance whatsoever.

9. A foreign language specialist should visit classes once a week to do remedial work in pronunciation. Such a specialist "would promise much improvement if not a total solution to the problems cited, eliminating many now not acceptable utterances."

10. "The language experience was a worthwhile one for the pupils.... A great deal of rote and applied learning took place and the results, aside from the problems mentioned, are highly commendable."

There are no problems associated with the completion of the immediate project which remain unsolved. The results of the evaluation, however, do suggest some interesting possibilities for future work in the area of language teaching through records. Both linguist evaluators suggest more work in this field. From one, "...the experiment, in my opinion, is worthwhile pursuing. An effort should be made to improve the HRS records and to provide the pupils with more guidance." From the other, "In my

opinion the program should be improved and continued, and planning should now begin on at least two questions: 1) how long can a class benefit from this type of instruction, and 2) how can the skill acquired by these pupils be maintained?"